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CALIFORNIA  
SCHOOL LIBRARY  
ASSOCIATION

BULLETIN

of Calif.

VOLUME V

MAY, 1933

NUMBER 3



# 1933 ANNUAL REPORT OF COMMITTEE REPRESENTING STATE TEACHERS COLLEGES

DORA SMITH, Chairman; San Jose State Teachers College, San Jose

The Committee representing State Teachers Colleges in California chose as a subject of study and investigation for the year, the amount of instruction given to students in the use of books and libraries. A questionnaire was sent to all the Teachers Colleges in the state in an attempt to learn the extent of such instruction and to formulate some definite plan for developing an interest on the part of administrators, in the need for such instruction.

A summary of the questionnaire yields the following information:

Librarians of the seven teachers' colleges in California agree that some instruction in the use of books and libraries should be required of all freshmen, and five of the seven librarians concur in the opinion that the ideal way to offer such instruction is by means of a one-unit<sup>1</sup> course specifically designed for the purpose. In only one of the seven colleges is regularized instruction now being given,<sup>2</sup> although in three other colleges<sup>3</sup> freshmen may elect "courses" which are actually supervised practice work with credit. In the three remaining colleges class instruction has been given in the past, but has had to be abandoned for various reasons.

In all of the seven colleges, some instruction in library usage is given in college classes other than specific library courses. The favorite course for the purpose is Orientation, in four colleges<sup>4</sup>, with English I or II a close second, in three.<sup>5</sup> In addition, slight instruction is offered in a Psychology class<sup>6</sup>, a Children's literature class<sup>7</sup>, and in the Social Science classes of one instructor<sup>8</sup>. This extra-library instruction is presented sometimes by the librarian, sometimes by the regular class instructor, about half and half.

In four<sup>9</sup> of the seven colleges, faculty members have perceived the advantage of freshman library instruction, and have expressed to the librarians their interest in it; but no demand for it has been more than occasionally felt in the other three colleges.

Administrative officers have in general not been favorable to a required course in library usage, but if the interpretation of one or two of the librarians may be accepted as the reason, largely because their curricula are already overfilled, or their staffs too busy.

The only college now offering class instruction in use of books and libraries uses no textbooks, but especially prepared lectures, with problems. Three texts are noted as having been used with success by librarians not now giving courses. These texts are:

- (1) *Find It Yourself!* by Elizabeth Scripture
- (2) Laboratory guide in library science in-

struction by E. E. Schmidt and L. G. Bryhan.

- (3) *Guide To the Use of Libraries*, by Margaret Hutchins, and others. (Unabridged edition).

The first is admittedly intended for high schools; the second for high schools and normal schools; and the third for college and university students.

There is no unanimity of opinion among the librarians as to the topics regarded as essential for presentation in a one-unit library-use course, nor even agreement as to the relative importance of any one topic. To name them in the order of the number of lectures recommended for each, they are as follows: Use of card catalog; classification and how to find books in the library; periodical indexes; making of a bibliography; critical reading of magazines; use of atlases, and use of year-books, and the parts of a book; then,--regarded by most as desirable but not necessary--reference tools in English, in the social sciences, in science, in music and art, and in education. One college<sup>10</sup> devotes one lecture to each of the topics named. Another<sup>11</sup> questions spending any time on the parts of a book, but would study all the other topics, stressing most of all the use of the card catalog, and classification and how to find books. One college would apparently take up only periodical indexes.<sup>12</sup> One librarian regards teaching the making of a bibliography, with drill, as "the most important of all, unless other teachers do it vividly."<sup>13</sup>

As a result of this study the following report is respectfully submitted, with recommendations for carrying on the work already begun:

Since there seems to be no immediate possibility of making such a course a requirement, it is urged that all librarians work through any department which seems favorable in allowing the librarian at least four hours of class time for the following lessons:

(Concluded On Page 12)

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1. One of the five recommends 1 to 2 units, according to work given.
2. One-unit freshman elective, at San Jose.
3. Fresno, Santa Barbara, and San Diego.
4. Humboldt, Chico, Fresno and San Diego.
5. San Jose, San Francisco and Santa Barbara.
6. At Fresno.
7. At Santa Barbara.
8. At San Francisco.
9. Humboldt, Chico, San Francisco, San Jose, San Jose. 11. Humboldt. 12. Santa Barbara.
13. Chico.

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# REPORT OF COMMITTEE ON JUNIOR COLLEGES

HOLLIS VIRGINIA KNOPF, Chairman; Marin Junior College, Kentfield

## PROFESSIONAL STATUS OF JUNIOR COLLEGE LIBRARIANS

The first project undertaken by the Junior College Committee this year was to determine so far as possible the exact status of the junior college librarian in the state of California today. We know that the librarians of the California School Library Association, Northern Section, recognizing the teaching function of the library, prefer to be classed as teachers, but we wished to see just how they are classified. We were aware of the fact that the librarians in the junior colleges of the state were not accorded the same rating in all places, and also, we desired to ascertain the basis for any differentiation of teacher and librarian classification if such existed.

Questionnaires were sent to the thirty-three (33) junior colleges of the state. No return reports were received from twenty-seven (27). Checking up on the six junior colleges giving no report we discovered that all six are combination high schools and junior college, and, with one exception, all have very small enrollments, ranging from 50 to 150. This probably accounts for the lack of response to the questionnaire if we assume that they have no separate junior college library collection or librarian, or that their facilities are not sufficiently adequate to provide value in a report of this type. We therefore feel that we have a rather complete report from the working junior colleges of the state.

The following statistics are based on twenty-six (26) colleges, as Hollister Junior College is served only by the county library.

### I. RATING

Librarian rated as	
(a) Teacher	21
(b) Administrator	5
(c) Clerical	none
Of these, modified ratings of "a" were given:	
Teacher with administrator tendency rating	5
Teacher with clerical tendency rating	1

### II. SALARY

(a) Same as teacher	22
(b) Less than teacher	4
(\$1800.00 ..... 1)	
(\$2000.00 ..... 2)	
(15 per cent less ..... 1)	

### III. VACATIONS

(a) Librarians having entire summer	12
(b) Librarians doing compulsory summer work	5
(c) Librarians doing voluntary summer work	9

Of these,

(b <sup>1</sup> ) Compulsory	
Two weeks vacation	1
One month vacation	2
Two months vacation	2
(c <sup>2</sup> ) Voluntary	
"Considerable time" in library	3
One week in library during summer	1
Two weeks in library during summer	2
Three weeks in library during summer	1
Four weeks in library during summer	2

All have the regular school holidays, and only two libraries are open Saturday mornings, and these because the size of the college and Saturday classes make it necessary.

### IV. HOURS OF DUTY

Vary from 35 to 48 hours per week	
Average hours per week	40

### V. FACULTY MEETINGS AND DUTIES

(a) Librarians attending	24
(b) Librarians not attending	2
Few librarians are placed on many faculty committees, or have advisory duties, because of their already heavy schedule, which is recognized by administrators.	

### VI. DEGREES AND CREDENTIALS OF JUNIOR COLLEGE LIBRARIANS

(a) A. B. only	17
(Of these two are candidates for M. A.)	
(b) A. B. and B. S.	1
(c) A. B. and M. A.	4
(d) No degree	3

(a) Special secondary credential only	14
(b) General secondary	11

A number of the librarians noted that the general secondary credential is more appreciated by the administration than the special. It was also revealed that in a few instances the requirement of degrees and credentials is not so high nor so strictly adhered to for librarians as for teachers, and often this was accompanied by a corresponding differentiation in the salary schedule.

### Instruction in the Use of Libraries

The second project undertaken by the Junior College Committee was a survey of instruction on the use of the library given in our junior colleges. We find our students entering junior college with varying degrees of knowledge of how to use libraries and resources, and of course we are all faced with the problem of orienting them to their respective libraries and seeing that they have adequate knowledge (if possible) of the technique of using them. Recognizing, then, the need for some sort of instruction, however, that need may vary in our different college libraries, we have endeavored to get at some definite information concerning



the instruction now given, the lack of knowledge of library technique on the part of the student, and suggestions from various librarians, in the hope of arriving at a few definite conclusions and helpful suggestions. High school librarians have asked us for our suggestions, feeling that perhaps if they have our reactions to their students they may be able to give more directed instruction in high school.

The following figures were compiled from reports from twenty-seven (27) junior colleges in the state (see note under first part of this Junior College Committee report).

I. INSTRUCTION ON THE USE OF THE LIBRARY IN JUNIOR COLLEGES	
(a) Junior colleges giving instruction (compulsory)	16
(b) Junior colleges giving instruction (optional)	1
(c) Junior colleges giving no formal instruction	10
II. AMOUNT OF INSTRUCTION GIVEN	
(a) One lecture	2
(b) Two lectures or equivalent	6
(c) Three lectures or equivalent	4
(d) One week of lectures	1
(e) One year course	2
(f) Personal instruction (with definite objectives)	2
III. METHOD OF INSTRUCTION	
(a) Orientation class	12
(b) English class	3
(c) Psychology class	1
In every instance but three the instruction was given by the librarian; in the three exceptions an orientation teacher, an English teacher, and a psychology teacher were the ones giving the instruction.	
IV. POINTS IN WHICH ENTERING STUDENTS ARE DEFICIENT IN THEIR KNOWLEDGE OF LIBRARY TECHNIQUE	
(a) Ability to use card catalog	18
(b) Ability to use Readers' Guide	13

(c) Ability to use reference books	9
(d) Ability to use cross references	1
(e) Knowledge of general library organization	2
(f) Knowledge of the parts of a book	3
(g) Lack of resourcefulness and independence	7
(h) Lack of honesty	1

The junior college librarians were almost unanimous in the opinion that there is a decided need for instruction in the junior colleges, and that at the present time far from sufficient time is provided for adequate instruction. Time deemed necessary for giving adequate instruction varied from courses of one week to one year's duration.

In formulating suggestions for high school librarians we realize instruction can not be limited to any one school unit, but must be a continuous process beginning with the elementary grades and continuing right through the secondary grades. But we do feel that by the time students reach junior college, if they have had the opportunity of library facilities, they should have mastered certain essentials of library technique. It seems to be the opinion of the junior college librarians that as yet surprisingly few students have acquired such knowledge. The essentials suggested that they should have mastered are the fundamentals of general library classification, the use of the card catalog, the use of the Readers' Guide, and familiarity with the general reference books. Above all, the students should have learned to help themselves and rely upon themselves. It is felt that too many librarians are prone to kill the incentive of research on the part of students by doing too much for them.

We hope this matter of library instruction may be taken up in more detail in the coming year, and more constructive plans, suggestions, and even courses formulated.

# REPORT OF HIGH SCHOOL LIBRARY COMMITTEE

**MARGARET S. McCANDLESS, Chairman; San Mateo High School**

The High School Committee of the California School Library Association, Northern Section, began their work this year by sending letters to the librarians of the senior high schools requesting them to list their most perplexing problems and questions which they would like to have studied by the committee. It was the purpose of the committee to make this information available to future committees so that their work could maintain some continuity of purpose and be as effective as possible. The answers showed the following problems confronting librarians:

- \*1. Book losses.
- 2. Legality of fines.
- \*3. Student Assistants.
- \*4. Administration of classroom libraries.
- 5. Relation of library and study-hall.
- \*6 Creation of library interest and faculty cooperation.
- \*7. Periodicals in the high school library.
- 8. Information file.
- \*9. Library budgets.

Brief bibliographies on the starred topics are presented here for the use of future committees and individual librarians who may find them useful.

## 1. BOOK LOSSES.

### Periodicals.

Administrative control of book losses. Library Journal 56:350-3. Apr. 15 '31.

Beebe, F. L. Books overdue and lost. Library Journal 55:232. Mr 1 '30.

Book thefts. Publishers' Weekly 122: 105-9. S 17 '32.

Cleaveland, M. Missing books again! Wilson Bulletin 7:493. Ap '33.

De Wire, M. C. School library discipline. Wilson Bulletin 6:189-92. N '31.

Greer, M. R. Missing books. Wilson Bulletin 3:571-5. Apr '29.

Siebens, C. R. Questionnaire on missing books. Wilson Bulletin 6:201-4 N '31.

Such thievery is serious. Publishers' Weekly 120:2718. Dec 26 '31.

Systematic thievery. Publishers' Weekly 121:518. Ja 30 '32.

## 2. STUDENT ASSISTANTS.

### Books.

French, Bertram. Students as assistants. Urbana, Ill., Univ. of Illinois, 1928. (Bul. 26, no. 17; p. 164-8)

Student help, p. 58-60.

Proceedings of the high school conference, November, 1928.

Wilson, Martha. School library management. N. Y., Wilson, 1927.

### Periodicals.

Bennett, Wilma. How we train our student helpers. Wilson Bulletin 6:209-11 N '31.

The first assistant. Iowa Library Quarterly 11:75-6. Ja-Mr '30.

Hess, E. P. Student assistant in the school library. Libraries 36:163-4. Ap '30.

Hubbell, D. V. High school pupil librarians. English Journal 19:157-9. F '30. Same Wilson Bulletin 1:457-8. My '30.

Koopman, H. L. Student assistants and library training. Libraries 33:87-8. Mr '30.

Lanefield, H. M. Student council and the library. Library Journal 55:729-30. S 15 '30.

McQuillan, Letitia. Student helper in the school library. Wisconsin Library Bulletin 25:39-44. F '29.

Training high school student assistants. Library Journal 52:94. Ja 15 '27.

## 3. CLASSROOM LIBRARIES.

### Books

Fargo, L. F. Library in the school. Chicago, A. L. A., 1930.

Gould, C. M. Classroom libraries in a reading program. Washington, D. C., N. E. A., 1932. (N. E. A., Department of Elementary School Principals. Bulletin 11, p. 109-114)

Johnson, Lamar. Secondary school library. U. S. Gov't Printing Office, 1932. (Office of Education. Bulletin, 1932. Monograph, no. 17). Devotes several pages to discussion of practices and problems brought out in this survey. Excellent.

Logasa, Hannah. The high school library. N. Y., Appleton, 1928. Discusses briefly the relation of these groups to the central collection.

Reavis, Pierce and Stulkins. The elementary school; its organization and administration.

Wilson, Martha. School library experience. N. Y., Wilson, 1925. Chapter on Classroom libraries, by H. B. Zachert.

### Periodicals.

Carney, W. L. Classroom libraries; with suggested book lists. Grade Teacher 50: 208. '32.

Dick, G. I. Classroom libraries. Wilson Bulletin 6:295-9, 310. '31.

## 6. FACULTY COOPERATION.

### Books.

Brantley, M. P. High school library standards. Chapel Hill, N. C., University of North Carolina Extension Division, 1928. (Bulletin 7)

Services a library may render a teacher, p. 36-7.

Logasa, Hannah. The high school library. N. Y., Appleton, 1928. Ways of interesting teachers in library and teachers' attitude toward the library, p. 195-6. Use of library as adjunct to classroom, p. 230-1.

Wilson, Martha. School library management. N. Y., Wilson, 1931. Work with teachers, p. 60-3.

### Periodicals.

Carlson, P. G. Librarian and the school faculty. Wilson Bulletin 5:44-6 S '30.

Connally, J. F. What a librarian may expect of a teacher and what a teacher may expect of a librarian. Library Journal 57: 729-30 S 1 '32.

An excellent summary of librarian and teacher relationships.

Harrington, M. P. Live high school library. Libraries 34:181-3. Ap '29.

Describes a teachers' meeting in the library.

King, Agnes. What can the high school librarian do to interest school authorities in the value and needs of the high school library? Wisconsin Library Bulletin 23: 6-8. Ja '27.

Potter, O. M. The librarian and the teacher. Sierra Educational News 25:31-2 Ap '29.

## 7. PERIODICALS IN THE HIGH SCHOOL LIBRARY.

### Books.

Fargo, L. F. Library in the school. Chicago, A. L. A., 1930. Magazines recommended for school libraries, p. 192-3. Treatment of magazines, p. 193-5. Back issues, p. 193-4, 312-13.

Logasa, Hannah. The high school library. N. Y., Appleton, 1928. Magazine suitable for the high school library, p. 258-9.

Wilson, Martha. School library management. N. Y., Wilson, 1931. Binding magazines and reinforcing magazines, p. 80. A list of periodicals useful for junior and senior high schools, p. 155-7.

### Periodicals.

Brunton, W. E. Making magazine reading constructive and interesting. Pennsylvania School Journal 76:151. N '27.

Greenland, H. C. High school students and the better magazines. Michigan Library Bulletin 19:126-9. My '28.

Kimball, R. S. What magazines do high school students read? School and Society 24:486-8. O '26.

Magazines for school use. Journal of the National Education Association 21; sup. 41-3 F '32.

Norris, R. E. A comparative study in children's magazine interests. Elementary English Review 5:241-5. O '28.

Periodicals for the high school library. Kansas State Teachers' College, Emporia. Teaching 78:32-4.

Severance, H. O. Magazines which high school pupils read. School Review 34: 587-90. O '26.

Tables of reading preferences are included.

### 8. INFORMATION FILE.

#### Periodicals.

The information file: a bibliography. Library Journal 57:771. S 15 '32.

This bibliography includes all the items which we had found in addition to many others; we are not reprinting any of the articles so listed.

### REPORT OF THE PUBLICITY COMMITTEE

Elizabeth Patton, Chairman  
Garfield J. H. S., Berkeley

The work of this committee has consisted chiefly in giving Publicity to the Association through accounts of meetings and articles pertaining to the work of special committees sent to the Sierra Educational News and Western Journal of Education. The Council meetings have been given publicity through these same magazines and local newspapers.

In answer to a request of Miss Emily Dewey material was furnished for the Melvil Dewey Bibliography.

A summary of the splendid work accomplished by the different committees during the past year has been sent to the Wilson Bulletin and Library Journal as well as to Western educational publications.

### ASSOCIATION MEMBERSHIP

Ninety-one school libraries in Northern California make this Association possible. Of this number the Membership Committee, Miss Eleanor McAllister, chairman, reports that about one-half are located around the bay district.

### SECONDARY SCHOOL LIBRARY

Johnson, Lamar. Secondary school library. Washington, D. C., Government Printing Office, 1932. (Office of Education, Bulletin 1922, Monograph no. 17) 10c.

This publication contains the data and recommendations resulting from the National Survey of Secondary Education, which has been made in the last two years. A publication well worth owning in your professional library.

Brainard, J. F. Use of picture collections in the school library. Library Journal 55: 728-9. S 15 '30.

Clawson, C. R. The pamphlet collection. Wilson Bulletin 6:405-9. F '32.

The Wilson Bulletin, May 1932, prints correspondence on this article, p. 625, 629.

### 9. LIBRARY BUDGETS.

#### Books.

A. L. A. School Libraries Committee. School library yearbook, number five. Chicago, A. L. A., 1932.

Study in school library finance, by Thelma Eaton, p. 84-99.

Study in high school budgets, by Marion Horton, p. 100-120.

Clavenger & Odell. High school libraries in Illinois. Urbana, University of Illinois, 1931. (College of Education, Bureau of Research, Bulletin no. 57)

Fargo, L. F. Library in the school. Chicago, A. L. A., 1930.

Hints on budget making with specific percentages, p. 270-4, 396-7.

Wilson, Martha. School library experience. N. Y., Wilson, 1925.

Some problems in budgets, by Mildred Pope. High school libraries. Library Journal 55: 516. Je 1 '30.

Towne, Jackson. High school library budget Wilson Bulletin 5:53-4 S '30.

### SMALL SCHOOLS COMMITTEE

HELEN L. PRICE, Chairman  
University High School, Oakland

The small schools committee continues to function as an informal consultation office to which teacher-librarians from small schools send their problems of organization and administration.

The year's work reflects the economic conditions of the times, in that most of the requests have been for the sources and care of free and inexpensive materials, while there have been few requests for plans for rooms or furnishing. Two teacher librarians asked for advice on complete re-organization of scattered book collections in their schools. It would seem that this time of few purchases would be a good time to devote to re-organization of materials already on hand. Continued publicity for the committee during the coming year may help to bring this about.

Dues for 1933-34 will only be \$1.50. Don't forget to put it in your regular budget.

### Joint Meeting With Southern Section

The joint meeting which is held annually with the Southern Section of this Association was postponed until the early fall. The disastrous earthquake in Southern California caused a change in spring vacations, so that school librarians were not free to get together in April. It is anticipated that this meeting will be held in Fresno in the early fall. Will you plan now to be there?



# Report Of The Elementary School Libraries Committee

**GERTRUDE R. HARVIE, Chairman:** *Washington Elementary School, Sacramento*

The Elementary School Committee has spent its time on two problems this year. The fall was occupied with the writing of a paper on the elementary library for the Principal's Yearbook. During the spring the committee has collected and organized a display of materials demonstrative of library activities in an elementary school. Seventeen elementary libra-

ries were visited while collecting this material and each had some definite contribution to make.

The paper written for the Principal's Yearbook follows this report. The devices used in the libraries have been displayed at two regional conferences; information regarding this material may be obtained from the Chairman of the Committee.

## Elementary School Library in Calif. . .

The development of elementary school libraries in California as in other states, is a recent movement. In some school systems complete, effective elementary school libraries have been developed; in other systems the library is in a partial or limited state of development; while in other school systems there has been no development whatever in this direction. In 1931 the California School Library Association, Northern Section, appointed a committee to make a study of the status of the elementary school libraries in the state and of the service extended by these libraries. The study was carried on through questionnaires sent to superintendents in thirty-four cities ranking in population from three thousand to one million. From the thirty-four inquiries sent out, twenty-two replies were received. This paper is an analysis of the situation revealed by the study, which was printed in the Association Bulletin of May, 1932.

### The Elementary Library.

School systems reporting special library rooms .....	5
School systems reporting classroom book collections only .....	6
School systems reporting both special library rooms and classroom book collections .....	11

Where schools reported both classroom book collections and special library rooms, this ordinarily occurred in the larger schools in cities maintaining a library system. While the study showed clearly two methods of handling the elementary book collections — one, the classroom collection, and the other the central library — there was an evident trend toward the central school library rather than the classroom collection. This trend was probably influenced by the following factors:

The most important consideration is doubtless the educational effect upon the child. If education is life and not merely preparation for life, it is educationally important to give children natural life situations. There is only one way for a child to experience a library situation and that is in a library with regular library equipment, organization, and arrange-

ment. From this standpoint the library renders a highly important educational service to children in developing early the habits which they will follow as adults in the use of libraries and library materials. This plan also gives children actual contact with a large and varied collection of books, whereas the ordinary classroom collection is limited in both scope and number.

It was the judgment of a number of those reporting that the central school library is not only more desirable from the standpoint of its effect upon the child, but is also the most economical plan of organization. It makes duplication unnecessary which would be required if sets of books were to be maintained in individual rooms, and places the book collection where all books are available for complete utilization. This is a particularly important point when we consider the difference in grade reading levels of children in a given classroom. In the ordinary fifth grade classroom, for example, many children cannot possibly read above third grade level. It is difficult in a small collection to provide for all needs; if the books of the school are collected in a central library a wide selection of books is available with matter suitable to children on a third grade reading level. Classroom book collections are ordinarily quite limited and frequently become stale and uninteresting before the books can be changed.

The central library also offers the opportunity to place the book collections in charge of someone having definite library training. Merely to have a collection of books is only part of the story. Educationally, it is equally important to develop in children the extensive and effective use of these books, and it is seldom that the classroom teacher has either the time or training to direct this work.

### The Book Collection in the Elementary Library

Book collections provided by Board of Education and owned by the school.....	16
Book collections borrowed through a central school library depository .....	3
Book collections borrowed from the city public library .....	2

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**Book collections borrowed from the county library** ..... 1

Only ten of the school systems replied to the inquiry as to the number of volumes in the libraries. Of these, two reported library collections of over two thousand; eight reported library collections of under two thousand.

In California the development of book collections for elementary libraries is very definitely limited by an unfortunate state law relative to texts and supplementary books. The state maintains a system of state-published, free textbooks, limiting the amount which may be spent for library and supplementary reference books in the elementary school to one dollar per pupil in average daily attendance. This expenditure is limited somewhat further by the fact that under the budget law, maps and globes purchased must be charged to the same fund. Under this situation the amount that a school with an enrollment, for example, of five hundred could reasonably spend for books of the library type would be from two hundred to three hundred dollars a year. However, a school system earnestly desirous of establishing an effective library system might invest the entire amount for a few years on a basic collection of library books and thereafter devote a limited amount, say fifty cents a year per pupil for replacement and maintenance of the library established. This is the plan which has been successfully followed by the City of Sacramento in the building of its elementary libraries. Under this plan it has been found possible to establish an elementary library with rich, varied, and balanced collection of books, in each school. The book collections in these libraries range from about five hundred in the smaller schools to approximately fifteen hundred in the larger schools. In some instances these collections have been considerably augmented by private gifts and by book funds supplied by Parent Teacher Associations.

The number of books necessary to make a satisfactory working library for an elementary school depends on such factors as the nature of the collection, the character of the curriculum, and the use which the teachers make of the books. If the library experience is limited to free and excursive reading a collection of two hundred fifty books would serve as quite an effective unit in a school of five hundred. If the school hopes to offer vital opportunity for reference and a wealth of reading material in varied fields and if teachers make extensive use of library materials in connection with the teaching of Social Studies, Nature Study, and other subjects, a larger collection of books is necessary for effective work. A collection of two hundred fifty books, well selected and placed in a central library where they are available for constant and continuous use, is vastly to be preferred to no library. A collection of five hundred well selected books may provide a rich and varied reading and library experience. An example of such a collection carefully selected and wisely balanced is the one-hundred-book collection of the Long Beach Public Schools. A collection of one thousand books offers excellent facilities and a varied scope of library materials.

**The Cataloging Of Elementary Libraries**

No. of libraries reported cataloged.....	8
No. of collections reported cataloged by a central professional librarian .....	5
No. of collections cataloged by teacher-librarian in charge .....	3

It was notable that less than half of the elementary libraries were reported as being cataloged. This is doubtless due to the tendency of the development of the elementary school library movement and the lack of development of effective technique. A majority of the school systems reporting cataloging use the central cataloging plan. Following are some of the reasons used in favor of central cataloging: Uniformity in the cataloging scheme used in various schools in the city; a degree of correlation between the cataloging practices in the schools and those used in other libraries.

The large number of schools showing libraries not cataloged is doubtless due to two facts: First, the failure of the principal or teacher-librarian to appreciate the value of the library catalog as a phase of the elementary library; second, the fact that the elementary library is yet too new to have achieved this desirable development. Schools using a cataloging system in the elementary libraries find that the effectiveness of the library work is greatly enhanced. Children can be taught to consult a simple catalog as early as the low fourth grade, provided they are given some elementary instruction in its use. Unless a library is cataloged in some manner it is difficult for children to derive the maximum of benefits from the use of a collection of books because they have no ready means of gaining access to the information contained. It is the experience of teachers dealing with children in a library situation that they should be started as early as possible using a library catalog in order that they may make the proper use of library facilities as they progress on through the junior high school, senior high school, and college.

**The Elementary School Librarian**

Schools reporting certified librarians in charge of elementary libraries .....	4
Schools reporting teachers in charge of libraries .....	12
Schools reporting student assistants having charge of libraries .....	4

Of the school systems reporting teachers in charge of the libraries, eight reported the teachers as having no library training, four reported the teachers in charge as having summer school training in library. From the data gathered in this state it is evident that most of the libraries in elementary schools are in charge of teachers or others with no library training. However, with the development of elementary libraries there is a marked trend toward training for elementary librarianship. Not only is this indicated in the number of school systems which employed professionally trained librarians, but is more markedly reflected by the number of teacher-librarians handling elementary libraries who are taking advanced work in library methods in summer

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school. In addition to these evidences of a move in the direction of more skilled service in elementary librarianship, there is a definite discussion in educational circles in the state of setting up definite qualifications for both teachers and librarians in the elementary field as a part of their certificates.

#### **The Elementary Library As An Effective Factor in Elementary Education**

In actual practice in California the library serves the schools with special and unlimited services. Here the library strives to serve the school as does the public library the community. It is the treasure house within which collections of books, miscellaneous materials, and visual aids are made available for both children and teachers. A school library organized in line with the methods and processes sanctioned in a public library, which emphasizes recreational reading and reference work, will not fulfill its educational program adequately. The elementary school library has a definite educational program.

Its very presence presupposes a modern curriculum and signifies that the school is keeping pace with the current trend in school organization. As one of the goals of present day education is individualized instruction, just so is the elementary school library providing continuous advantages for each individual child.

The newer curriculum gives to the school library as one of its chief projects the subject of reading. This does not mean primarily teaching the mechanics of reading, but rather "free reading," with reading as a life habit for its goal. Here an enriched reading curriculum is a part of the daily experience of every child. The scope of material placed before him covers a wide spread as to subject matter and degree of difficulty. Many valuable experiences will be his from which will come a permanent interest in reading. Reading for pleasure or the worthy use of leisure are words that have a peculiar significance in dire economic eras. The young reader is also trained in the use of books, dictionaries, encyclopedias, almanacs, and various other sources of information.

From the project of reading one passes to that of citizenship. Our schools must present life situations and help the child to correctly interpret the affairs of life. The proper evaluation of situations or conditions, adjusting oneself to one's neighbors, participation in the activities of classmates, and just being a potential factor in this world are big things for young minds. What an opportunity the teacher-librarian has within her grasp!—"Our Books"—"Our Library"—"My part in all this."

The school library itself may be highly socialized. There is so much for little hands and big hearts to do, so many ways to help. There are chairs and tables and flowers to be properly arranged, books to return to distinctly labeled shelves, books that must go out to classrooms, words that can be pronounced for those just realizing the splendid joys of reading, publishers' blurbs to paste within new books, covers that need shellacking and so on ad infinitum. The library traditionally has been considered a means of intellectual stimulation. This stimulus is best aroused by a child's responsibility right within the library itself.

The very equipment, such as moveable tables and chairs, emphasizes the social concept.

The elementary school library likewise is a necessity where the socialized recitation is used. Here the individual child has a special and specific contribution to make to his particular group. It may be for example, that Central Europe is the topic under discussion in the Social Studies class. Some children may be studying the changes made in the map of Europe before and after 1914. One child gradually becomes vitally interested in the romance of Poland. In no time the books of the classroom are found insufficient to tell him much of what he wants to know. "Where to go?" "What to do?" The school library, where the teacher-librarian knows both the plan of the course of study and the materials available is the answer. The young investigator finds a glorious story in biographies, travel books, atlases, encyclopedias, pamphlets, newspaper clippings, bound magazines, history books and fiction. The elementary school library may be a vast storehouse ready to give and send information wherever needed. In order to function the modern school must have a school library.

The school library furthermore grows in importance, service, and activity as the curriculum is modernized and liberalized. Just insofar as text-book routine is abandoned the school library will enrich the course of study by supplying a variety of source material on any topic. In the newer curriculum any book, if it conveys correct information, is a textbook. The expanding subject matter taught requires not a book but books.

Children are discovering that books have useful indexes directing them to the informing pages. No longer are the Czechs something that occur between pages 117-119 in the state textbook. There is no end to where they may be found. It is the special service of the school librarian to make this material available. It should be organized, cataloged, and shelved, to be quickly and easily procured by the child. With this function in mind it is not surprising that most schools have found the strong central school library exceptionally advantageous. For all in all, the final justification of a school library rests on its unlimited and continuous services to the small patrons.

The above services are not something just visioned. They are procedures and practices working now. Three years ago, the city of Sacramento adopted such a library program. Children, in a semi-platoon system of organization, now come daily to a central elementary library. Each class from grades 3 to 6 is scheduled for a half-hour every day to the library room just as they go to a music, art, or science room. Here a majority of the periods are allocated for reference work and drill in the use of dictionaries and encyclopedias. Time is also given for browsing, free reading, book reviews by both pupils and teacher-librarian, oral interpretations of favorite selections to the class, discussions of illustrators, poems, and the newest additions to the book-collection. Lessons are planned for learning the use and care of books, use of the catalogue, and the place of the books on the shelves. All books are num-

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# REPORT OF PROFESSIONAL COMMITTEE, 1933

JOYCE BACKUS, Chairman; San Jose State Teachers College

In the fall, the Professional Committee met to discuss problems which it should study and activities with which it should keep informed. The members felt that they should be ready to present the viewpoint of the Association on the following:

1. Legislation to change the provision in the school code concerning the requirements for the school librarian.
2. Revision of the general secondary credentials, and the certification of school librarians.
3. The status of the school librarian as compared with the teacher, differentiation in hours, length of vacation, salary, etc.

It seemed desirable to review the action and opinion of the Association on the first topic in case legislation concerning the school librarian be presented at the 1933 session of the Legislature. The school code reads:

#### SECTION 5.460

No librarian shall be employed for more than two hours a day in any elementary or secondary school unless such librarian holds a valid secondary school certificate or a special teacher's certificate in librarianship of proper grade, granted in accordance with the provisions of this code.

#### SECTION 5.461

Such librarians when employed full time as librarians, or serving full time, partly as librarians and partly as teachers shall rank as teachers.

During 1930-31, the Professional committee of the Northern Section devoted itself to a study of the interpretation of the law, and the status of the elementary school librarian. They found that many schools were not hiring qualified librarians because of the requirements of the law that the librarian have either a "general secondary," or the "special library" credential. Their recommendation was that the Association suggest for legislation the following as soon as the time seemed appropriate:

#### SECTION 5.460 be changed to read:

No librarian shall be employed for more than two hours a day in any elementary or secondary school, unless such librarian holds a valid special credential in Librarianship, or a teaching credential of proper grade with a minimum of twelve semester units in librarianship.

The Professional committee of the Southern Section in 1932 recommended practically the same thing in slightly different wording:

Any teacher librarian without professional training, who is devoting more than two hours a day to library work, be required to take two summer sessions of accredited library work within five years.

Most of the time and interest of the Profes-

sional Committee has been devoted to the second problem because the matter was brought up at the Teacher Training Conference held in Fresno in November. The plan for certification presented by the State Department of Education included three types of certificates: (1) Teachers'; (2) Administrators' and Supervisors'; (3) Service. The school librarian was placed in the Service classification with the school nurse, physician, dentist, etc.

There was immediate unfavorable reaction to this proposal from the Professional Committees of both sections of the Association and from individual librarians. Their work was effective enough to secure a statement from the Department of Education early in December to the effect that the school librarian had been transferred to the Teachers' group.

The Northern section was fortunate in having an opportunity to discuss this question with Mrs. Clement at the meeting in Santa Rosa. At that time the Association went on record, recommending:

1. That no special certificates for school librarians are necessary under the new plan.
2. That librarianship should be listed with other teaching subjects on the credential, and that regulations and requirements should apply to librarianship as to any other teaching subject.

The third question was turned over to the school representatives on the council who are members of this committee, for discussion in their committees. It was also brought up frequently in discussing the second subject with school administrators and librarians. The committee therefore, repeats the suggestions made in its preliminary report of February 18, namely:

That the general librarian and school administrator does not fully realize or appreciate the teaching function of the school library. Therefore, every school librarian should be more active in emphasizing the teaching phase of her work by "enlarged programs" and renewed activities in their own schools, by securing publicity on this phase of their work, by participation in the teachers' organizations, etc.

That we call ourselves not "librarians," but "school librarians" or "teacher librarians" as a means of affiliating ourselves with the school organization.

That school librarians seriously undertake to increase the teachers' and administrators' appreciation and understanding of the value of the library.

That the use of non-professional arguments such as long vacations, salaries, hours



be avoided in connection with our desire to be ranked as teachers.

This matter was also brought up at the Santa Rosa meeting by a school man who expressed the opinion that the librarian's job was easier than that of the teacher, that her responsibilities ended with the school day, etc. His remarks inspired a questionnaire, as follows:

1. As a school librarian do you find it necessary to carry on part of your work after or outside of school hours? If so, what types of activity, and how much time do you spend?
2. What extra-curricular activities are you expected to participate in? Is your program of activities as heavy as that of the teacher?

3. Do you find your regular work as strenuous as classroom teaching?

4. Have you found it possible to plan your work so that some days can be free from the usual strain? How?

5. Do you have free time to make the desirable contacts with classroom teachers? How is this arranged?

A summary of the returns on this questionnaire will be issued in the next issue of the Bulletin, since too few returns have come in to warrant summary at the present time.

The committee has corresponded during the year with the Professional Committee of the Southern Section on topics of mutual interests. Closer contact seems very desirable, perhaps a joint program for the committees of both sections can be planned.

## REPORT OF BOOK COMMITTEE

Margaret Girdner, Chairman  
Galileo High School, San Francisco

The purpose of the Book Committee is to act as a medium of exchange for information about books, and problems concerning book selection and book buying. Because of shrinking budgets, librarians are anxiously studying lists of inexpensive or free material and announcements of reprints, and the Committee decided to meet this need by issuing a mimeographed BOOK NOTES to be distributed at each Regional meeting during the year. At the close of the year three such lists will have been distributed, one at San Francisco in November, one at Santa Rosa in February, and one at San Jose in May.

The response from the membership has been very gratifying, and the Council has voted to have copies of the three BOOK NOTES mailed to all librarians and teachers interested in library work in Northern California, together with an invitation from the President to attend the Annual Meeting in San Jose in May. In this way we are trying to meet the needs of those teachers and librarians who are not in touch with the Association, and who have not frequent opportunities to visit book stores.

Subjects covered in BOOK NOTES which have been continued through several issues are:

List of books for each type high school, edited by a librarian from that type school.

Senior High School book reviews. Jessie Boyd, Fremont High School, Oakland.  
Junior High School book reviews. Mabel White, Presidio Junior High School, San Francisco.

Elementary School book reviews. Elinor Bauman, David Lubin School, Sacramento.

General reviews of recommended books and magazines.

List of reprints kept up to date.

Collection of titles out of print which should be reprinted. If publishers could be persuaded that there would be a continuous sale for an out of print item, they would reprint this. We have asked all librarians who have such titles to send them in to the Chairman, and the publishers will be notified.

The Committee has been asked for advice by publishers regarding books needed in school libraries, and from the suggestions handed in, we are gratified to report that two have been accepted, and the books are being written. In another case we were asked to advise concerning illustrations for a series of nature books. Therefore, the Committee is bold enough to suggest that it be considered a clearing house for suggestions for books needed, and for complaints or faults found in published books.

In connection with complaints, the Chairman has already written to the American Library Association protesting the wrapping of the BOOK LIST.

One radio broadcast of information concerning children's reading was arranged over N. B. C. "Magazine of the Air" in December, and Mrs. Elinor Bauman was the speaker.

The Chairman has provided speakers for the Regional Meeting as follows:

Fresno: Dr. Carl Russell.

Santa Rosa: Jewell Gardiner.

San Jose: Harriett G. Eddy.

As yet we are disappointed in our effort to establish a round table for the discussion of books at our Regional Meetings, as in answer to all inquiries, the membership has expressed preference for an author or critic for luncheon speaker, but we hope that in time we may develop the book luncheons into round table discussions conducted by our own members.

In addition to the editors of the Lists of Book Reviews, the committee has been fortunate in having Helen Price as chief adviser and consultant on questions of format, and Ruth Seymour in charge of compiling and mimeographing BOOK NOTES.

## OAKLAND SCHOOL LIBRARY CLUB

The school libraries of Oakland have organized a Library Club, with the following officers: Edna Browning, Roosevelt High School, President; Susie Christensen, Hamilton Junior High School, Vice President; and Ethel Bell, Claremont Junior High School, Secretary.

This Club will become a section of the Oakland Teachers Association in a short time. As a section of the Teachers Association they will have a representative on the Superintendent's Council, which is made up of representatives of the various school groups such as classroom teachers, music teachers, etc.



# JUST AMONG OURSELVES

## Reflections ...

The other day the sponsor of our school Journal asked for a two hundred word article about the library based on the theme "Reflections." "What could one say?" Ideas began to flash into my mind. The school library is a reflection of the life of the school. The book collection is a reflection of the life of mankind. The library is a place for reflection. The end of another school year offers much food for honest reflection. In such a mood what are some of the questions that a school librarian might ask herself?

As a teacher have I in any measure succeeded in developing in the boys and girls of my school a love for books?

As a school librarian have I accomplished any one thing that might be classed as a contribution to my profession this year?

As an individual member of the California School Library Association have I co-operated with the leaders and shouldered my share of the work?

As a committee have we made a valuable contribution to the growth of the Association?

As an Association have we progressed? Have we been able to accomplish co-operatively that which no one individual can do alone?

As a profession have we used the present economic crisis as an excuse to mark time; or, have we taken inventory, re-evaluated our work, and laid new plans for the future?

When the last day of school arrives; when the boys and girls have gone happily out to enjoy a vacation; when the last book is put away; when the magazines have gone to the bindery; when the final reports are finished: then you will have time to reflect for a few minutes on your work. If the answers to these questions are affirmative and satisfying, what a glorious feeling the school librarian will take with her during the vacation period. If the answers are not satisfactory, what a tremendous challenge will come to the librarian as she plans for another school year; so great are our opportunities and so limited our abilities to accomplish.—M. L. B.

### BOOKMAKING EXHIBIT

Houghton Mifflin Company has assembled an exhibit showing the history of book making and the materials used in the making of a modern book. This exhibit is now in San Francisco, and may be secured by any interested school librarian for display in her school. Bookings for the exhibit may be made with Miss Narcissa Varney, Library Department, Houghton Mifflin Company, 2 Park Street, Boston. The only charge is that postage required to mail it to the next exhibitor, about twenty-five cents.

### THE PRESIDENT BIDS YOU ADIEU!

The Association is successful in just the measure that the committees into which its membership is divided, are successful. The work of these committees is printed in this Bulletin for your approval. We hope that this work will be of value to each of you in your professional growth.

This has been a very happy year, bringing with it many responsibilities and new experiences. Each of you has helped by your thoughtfulness and support. It is to be hoped that you will continue this co-operation during the year to come. It has been a pleasure to serve you.

Florence Baker, President,  
C. S. L. A., Northern Section.

## The Bulletin

Three regular issues of the Bulletin compose the 1932-33 report of the Editorial staff.

"Wrinkles and Gadgets" has become a regular feature of the November and February issues, offering newsy bits of helpful "tricks of the trade."

A Book Week edition of the Bulletin in November, marked the first departure of the Bulletin into the field of securing, organizing, and printing original articles.

"Just Among Ourselves" offers a section where we may just talk about things that interest us, and a place where members may offer editorial expressions.

A Circulation Manager on the staff has eased the burden of getting out the Bulletin, and made a new division of duties.

The new format of the Bulletin, colored cover, and white paper pages has improved the looks of our publication at no advance in price.

The costs of the Bulletin have been somewhat alleviated by a paid advertisement on the back cover, and the sale of all available extra copies of the May and November issues.

**SCHOOL LIBRARY YEARBOOK, NO. FIVE**  
American Library Association. School Libraries Committee. School library yearbook, number five. Chicago, A. L. A., 1932. \$2.50.

Contents: Part I. School library standards. Part II. The Junior high school library, by Howard H. Hicks. A study in school library finance, by Thelma Eaton. A study in high school budgets, by Marion Horton. The integration of library instruction with the high school social studies, by Alice R. Brooks. Seattle cataloging system, by Mary Lytle. Some aspects of the Los Angeles secondary school library system. Part III. Bibliography on school libraries, compiled by Grace Lefler. Part IV. Directory.

This Yearbook should prove to be a valuable addition to your professional bookshelf.

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## JUNIOR HIGH SCHOOL LIBRARIANS, ATTENTION!

Two publications of especial interest to junior high school librarians have come to our attention.

1. Hicks, Howard H. The junior high school library. (In A. L. A. School library yearbook, number five. 1932. p. 41-82)

Mr. Hicks, principal of Alexander Hamilton Junior High School, Long Beach, California, evaluates the place of the library in the junior high school, basing his paper on data collected in a recent survey.

School library yearbook, number five is an American Library Association publication at \$2.50 per copy.

2. San Antonio, Texas. Public Schools Junior school libraries. (San Antonio Public School Bulletin, v. 3, no. 2, Sept. 1929).

The course of study in San Antonio is so built that it could not function without a school library. Each pupil possesses mimeographed "challenges," which he brings to the library as a basis for his research work in the field he is studying. The bulletin contains many practical suggestions on methods of making a library function for the benefit of the whole school.

This Bulletin may be obtained by writing to Merrill Bishop, Assistant Director of Education.

### Instruction in Use of the Library Via the Radio

We have an announcement of a rad'o broad-cast giving a lesson on the use of the library for High 9 students of the Berkeley Public Schools, over Station KYA, on May 2 from 9:30 to 9:45.

### WANTED

Wanted: Three copies of the first number of our Bulletin are still needed to complete our files for binding.

### Elementary School Library In Calif.

(Continued From Page 8)

hered according to a splendidly modified Dewey Decimal classification system.

The library is made attractive. Current magazines of youthful interest are displayed for use. Bulletin boards are changed frequently to arouse pupil interest. Decorations are always in keeping with the functions of a library.

Fortunate is the teacher-librarian who is allowed to participate in such an enterprise. Dreams become realities, good practices are recognized and adopted, many revolutionary things happen, new ideas and devices present interesting challenges, one accepts what is good, and while constantly learning from the past with its mistakes an outlook is kept with happy anticipation toward the future.

The elementary school library is not static. It is in the laboratory or experimental stage. It is striving toward two of the goals of modern education, the social and the leisure time objectives, by the newer routes of the liberalized curriculum. With the new school day has come the elementary school library.

### Notes from "The Superintendent Looks at the School Librarian"

By ARTHUR GOULD,

Deputy Superintendent, Los Angeles

In California Quarterly of Secondary Education, v. 8, p. 273. April 1932.

Librarian must have superior personality:

No position in any walk of life demands more. Makes contact with everybody in the school. Must be: Adaptable to all types of disposition and all ages. Able and willing to give service with a smile up to the limit of resources of herself and her department.

personally likeable.

well poised.

sympathetic.

enthusiastic about everything she does.

cooperative in very best sense of the word.

Must believe in the work that she is doing and its essential value to every department.

In people, and their good intentions.

Must have initiative.

Cannot be indifferent or self-centered.

Librarian must have broad education, technical training, and administrative ability:

Requires continual self development.

Must be widely informed to meet demands of continually changing curriculum.

Needs more basic general education than any other person in school.

Must have at least casual contact with all changes in fields of knowledge which interest adolescent youth.

Techniques of profession—must be best, from qualified school.

Must have distinct administrative ability.

Numerous problems and details must be efficiently met and handled.

Organize work so does not become submerged in details.

Must handle pupils as well as books.

Librarian should have teaching experience:

Prospective librarian should have four or five years' experience as teacher before beginning her library work.

Teaching should be in history or English since library is laboratory in these fields. Should have practical work in libraries as background.

Summarized by Joyce Backus, Librarian,  
San Jose State College.

### State Teachers College Report

(Continued From Page 1)

One lesson on the card catalog.

One lesson on classification.

One lesson on the periodical indexes.

One lesson on the compiling of a bibliography.

The Committee recommends that the committee next year continue this work, and that uniform lessons on these four topics be worked out for all of the teachers colleges of the state with a view toward establishing a recognized method of instruction in these tools. It is especially desirable that a standardized bibliographic form be adopted for use in the fourth lesson.

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# California School Library Association

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This Bulletin, the official publication of the California School Library Association, Northern Section, is edited and published three times during each school year, November 1, February 1, May 1. Subscription price 50 cents a year, single copies 25 cents each, free to members.

Address all communications to the Circulation Manager. When ordering single copies send payment with order; stamps are not acceptable.



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